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ABSTRACT

The eight articles in this publication focus on different approaches to reading instruction. Specific topics discussed include reading and the gifted child, teaching reading in a youth shelter, children's attitudes toward reading, teaching reading at the secondary level, secondary reading programs in Indiana, teaching test-taking strategies, the teaching of reading as a holistic process, and the direct reading approach to reading developed by Pauline Banks. (FL)

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Indiana Reading Quarterly
Volume XI, Number 3
Spring, 1979

Indiana State Council

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[Different Approaches to Teaching Reading.]

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Indiana Reading Quarterly

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EDITORIAL PREFACE

With this issue we complete our first year as co-editors of the *Quarterly*. We think it has been a successful first year. Our call at the beginning of the year for the contribution of articles and suggestions for columns was well received. We were particularly pleased to get several articles from classroom teachers, and the columns on reading in early childhood and adult basic reading were the direct result of suggestions from our readers. We encourage your continued contributions.

As a result of the efforts of Sue Jung, editor of the *Wisconsin State Reading Association Journal*, the editors of state journals in the Great Lakes Region of IRA met twice during the year to discuss ways in which we might share ideas and efforts to improve our state publications. In addition to all of the good ideas that have come out of our meetings, we are presently working on a plan that would permit the reprinting of selected articles from our state journals. If we are successful in getting the plan developed, you can anticipate sharing the best we have to offer in Indiana with our sister states in the region and having them share their best with us.

In this issue we hope to stimulate interest—maybe even debate—on different approaches to teaching reading. The articles by Helen Hardman and Linda Comerford reflect quite different points of view on how reading may be taught. We encourage your reaction to this issue. Give us your thoughts on the subject. Or better still, describe for us the way you teach reading in your classroom. Your reactions and contributions will be reported in a later issue of the *Quarterly*.

Finally, now is the time to renew your *IRQ* subscription for 1979-80. Complete the form below and send it in with your check now so you will not miss a single issue of the *Quarterly*.

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READING AND THE GIFTED CHILD

By Mary Tryon
Kent Elementary School
Columbus, Indiana

In recent years, Indiana educators have become more aware of identifying gifted children and their needs in the education programs at the elementary as well as the secondary levels. Several schools within the state are currently providing programs for the gifted children while others are examining programs to assist them in planning their own programs.

A vast number of educators and authorities of the gifted feel gifted children at all levels are being denied the intellectual stimulation everyone deserves. Many feel these children will not triumph over mediocre educational programs and achieve at a superior level without special assistance. (Labuda, 1974).

An area of curriculum that should receive attention is that of reading since the reading needs of the gifted differ in many respects from those of other groups. In order to provide these reading needs, it would be beneficial to have some understanding of the definition of the gifted child.

The Gifted and Talented Children's Education Act of 1978 provides the following definition of gifted and talented children:

> For the purposes of this part, the term "gifted and talented children" means children and, whenever applicable, youth who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance responsibility in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof, require services or activities not ordinarily provided by the school. (Gifted and Talented Act, 1978).

Authorities in the area of reading have characterized gifted children to be advanced in visual, auditory, language and listening behavior skills. Other characteristics in comparison with their peers are a longer attention span, a persistent curiosity, a desire to learn rapidly, a good memory, an awareness and appreciation of people and things, a wide range of interest, and the ability to solve the many problems besetting society. (Labuda, 1974).

Many gifted learners are able to develop their own system of cues that enable them to handle the alphabet code. They often develop vocabulary and word-analysis skills inductively. (Harris and Smith, 1972).

Gifted children are of high verbal ability, strong vocabularies, and quick learning aptitude. They usually read more widely and deeply. (Spache and Spache, 1973).

As a rule, able readers do not require extensive work on word recognition skills. However, they may need some help with reading comprehension. (Cassidy, 1979).

A great concern that educators

must share is that of recognizing the gifted child's reading abilities early. It is believed that half of the gifted children have taught themselves to read, with some reading as early as age two. As children display signs of readiness to reading, teachers must be willing to accept their cues and begin to teach reading on the level at which the child may profit. There will be some who will need help in moving from primary reading habits to low maturity reading levels. Others are ready to read in a mature way with good speed and for a number of different purposes. (Labuda, 1974).

Should this advanced reading ability be ignored, it may become a negative achievement to the child and may result in a decline rather than a growth in reading. (Isaacs, 1974).

The research and literature on reading instruction supports the idea that gifted pupils can attain the highest level of ability—that of evaluative behavior—if they gain the skills that make them independent. (Labuda, 1974). It is essential to the gifted reader that maximum growth in reading and study skills be attained.

The gifted child requires a balanced reading program which allows reading for different purposes in various types of materials. They may read for pleasure, for study of content areas, for classroom activities, for sharing ideas, and as a basis for creative activities.

Various authorities on reading, in attempting to meet the needs of the gifted, note that the basal reader approach is not sufficient for the gifted reader. It is believed that by giving the gifted child a basal reader from a higher grade level is an alternative, but a limited one. (Cassity, 1979). The gifted should not be limited to typical routine basal instruction and readiness activities. (Witty, 1971).

The gifted should be permitted to read the basal material if they choose it. But formal instruction in the basal in the usual manner would be eliminated in order to permit the rapid progress of which the gifted are capable. (Spache and Spache, 1973). It is a disservice to the fast child to make him do all of the exercises in the reading book. (Harris and Smith, 1972).

No doubt, the majority of school corporations in Indiana adopted this past year a basal reading program with the assumption that the approach will meet the needs of all children. The alternative approach to the basal that these authorities suggest is the individualized approach at all levels with guidance from the teacher.

The teacher's guidance will be needed in developing discrimination, purpose for reading, criteria for selecting books at the appropriate level of difficulty that the child can read and enjoy, and instruction in how to organize reporting on books and record keeping when applicable.

As the gifted child enters kindergarten or first grade and is reading, he should be given the opportunity to develop and apply his reading abilities through a variety of sources that are individually suitable and appealing. For the gifted child who is not reading at this time, he should be offered various forms of language experience. The child should be en-

couraged to decode, pronounce, write, and spell words which appear in their own experience charts. (Witty, 1971).

In establishing the concept of reading as a thinking process, allow the young reader to tell a story depicted by pictures and make his own books to share with others.

The gifted reader can be an asset to the class since he can read the more advanced subject matter on topics of interest and share the material with other children.

Various reading materials and books including poetry and biographies should be a part of the enrichment for the gifted child. Teachers should take advantage of all resources and materials available in their classroom, school, and community. Reading series, trade books, subject matter textbooks, and audio-visual aids are expected to be a part of the total instructional program. (Barbe, 1974). Other challenging materials include the "Think Box," "Inquiry Reading," and "Operation Interaction." (Cassidy, 1979).

The classroom library as well as the school and community library should become a valuable resource for the gifted reader.

In developing the reading program for the gifted child, educators should reevaluate the needs of the individual child. Unfortunately, gifted children can have problems with reading. A gifted child may need remediation in reading but goes unrecognized because his or her performance is acceptable when compared with the average reader. (Isaacs, 1974). There may be a problem with a particular skill in reading, but once the problem is recognized and dealt with correction is usually gained rapidly.

Through the extension and enrichment in reading, Indiana educators can provide the kind of education the gifted deserve—the kind of education that will meet the needs of the gifted and challenge their potential.

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TEACHING READING IN A YOUTH SHELTER

By Sena Fitzpatrick
Volunteer Tutor
Monroe County Youth Shelter

There are an increasing number of youths across the country who at some period in their lives may spend time in an emergency residential shelter due to personal and/or family problems. The Monroe County Youth Shelter is one such program designed to provide youth in trouble with a temporary living facility and offer crisis intervention services for youths ages 10 to 17. Referrals are accepted from many sources including: social service agencies, courts, parents, schools, or the youths themselves. In general, the Youth Shelter serves adolescents who are:

-runaway
-having family problems
-dependent/neglected
-abused
-delinquent

The average age of youths at the Youth Shelter is 15, with about 50% males and 50% females. Ninety percent of the youths served are from Monroe County; others are runaways from outside the county or are placed by agencies in surrounding counties when space is available. Of the youths placed at the Youth Shelter in the past year, the following breakdown includes:

29% Runaway
24% Drug or Alcohol related problems
15% Shoplifting
14% Family problems
9% Abuse/Neglect
9% Miscellaneous

As an Educational Assistant at the Youth Shelter, I have worked with about 40 students in the past year. From these students, I have started to learn some ways of teaching reading that make sense and make reading pleasurable.

Students are placed in the Day Activities program on a short term basis so class size varies from day to day—sometimes 7 students, sometimes 3 students, due to placements, court appearances, or medical/psychological evaluations. Because of the high turnover of the population in the Reading class, students work at their own rate and assignments are individualized. When a new student comes in, I ask him or her to fill in a short interest inventory and the Mikulecky Behavioral Reading Attitude Measure (1978). If the student has trouble reading these items, I later give him or her the Reading Miscue Inventory (Burke and Goodman, 1972). From the RMI results, I can devise individual reading strategy lessons for particular students.

My primary goal as teacher of the Youth Shelter Reading class is to provide these short term students with positive encounters with print; some of these students have never had a successful experience in their whole reading history. From the students I've worked with, I've generally found two kinds of readers:

-Readers with limited reading success—those readers who have never gotten beyond a "sounding-it-out," word-for-word style of

reading and who hesitate when asked to read.

-Readers who can read but for some reason choose not to read—those readers who find books "dull" or "boring," and "aliterates". (Smith, Smith, Mikulecky, 1978)

The reading instructional problems presented by readers in the first group (readers with limited success) are usually related to self confidence and practice; readers in the second group (aliterates) more often present motivational problems—why read?

In an attempt to make reading a positive experience for these students, I begin by using a variety of printed matter: books, paperbacks, magazines, pamphlets, and tapes. My role becomes that of a facilitator, circulating around the room to assist students as they need guidance with their work. Individual assignments are based on student weaknesses (e.g. reading comprehension or poor writing skills) and student interests (e.g., if a student is interested in motorcycle racing, he can pursue materials related to motorcycle racing). Assignments may include activities like: creative writing, poetry writing, real life reading—newspapers, job applications, advertising, writing letters, and reading cloze and maze exercises. Visits to the Monroe County Public Library are planned every week, and each student obtains his or her own library card. Students who have never had their own library cards are suddenly bringing back arm loads of books to the Y.S.

Methods that have been especially successful with the Y.S. Reading class include:

-Language Experience Approach—students have dictated stories from their own experiences that are recorded and used as reading material.

-Writing workshops—particularly poetry workshops as designed in the style of Kenneth Koch's *Wishes, Lies, and Dreams*. Students are highly interested in reading each others' work.

-Reading discussion groups—Y.S. students especially like to read or listen to stories relating to "teen problems" and then to discuss their own reactions to such situations.

-Role playing—students enjoy acting out "teen situations" and short scenes from their reading.

-Free Reading days—where everyone, teacher included, reads without interruption for the class period.

-Auditory Impress Reading—particularly successful with the unconfident readers experiencing limited reading success. I tape record material so the student can see and hear the print simultaneously.

-Peer-tutoring—the Y.S. students listen more to what their classmates are saying than to what any teacher may be saying. However, this technique's success depends on the students paired together: some will work together, some will not. After deciding which students will work together, many activities can be planned; the Auditory Impress Reading works well—the stronger readers can read as the poorer readers follow along or slightly behind in the same book.

Though not every technique has worked with every student at the

Y.S., all of these approaches have worked with the majority of students. Being a recent convert to the psycholinguistic view of reading (Goodman, 1973 and Smith, 1971), I am slowly learning that "students learn to read best by reading." With time to read and interesting materials as well as lots of support and encouragement, Y.S. students may become mature independent readers. Beck's (1977) work with juveniles in custody stresses the importance of the teacher's attitude. "Delinquent youths need praise, encouragement and understanding more than the average student. If they know you care about them, their feelings and opinions, you have won half the battle of getting them to work. . . ."

Following is a list of some of the materials that have been used in the Youth Shelter Reading class:

- -Scholastic "Action" magazines
- -Scholastic "Action" readers
- -Paperbacks from the M.C. Library and from donations
- -Real life reading materials—the Indiana driver's manual, newspapers, employment applications, and magazines.
- -Photographs donated by Don Grieser, U.N.M. photographer, for creative writing
- -Student written materials: poems, language experience stories, and creative writing projects

Educational Services in Youth Services Bureau Shelters/Group Homes

A survey of Youth Shelter programs across the state of Indiana reveals many programs now have or are considering the addition of reading components. IRQ readers may be interested in offering assistance. A program listing follows below.

Delaware County/Muncie
Director: David Clevenger

Delaware County Youth Services Bureau plans to open a Shelter Care facility in the future, though no date has been set. Residents will attend the public schools; if tutoring is necessary, tutors will be from the S.E.V. volunteers and the Muncie Reading Academy. No formal reading instruction is planned.

Evansville
Director: Al Tomes

The Evansville Shelter Care facility has just closed; a new group home is scheduled to open in the future. Residents will attend the public schools in Evansville. Volunteer Action tutors will provide any necessary tutoring of residents. No formal reading instruction at this time is planned.

Gary
Director: Charles Brown

Gary's "Alternative House" Shelter residents attend the public schools in Gary as well as participate with other community youths in an after school tutoring program. Part time certified teachers provide needed remediation and support in the tutoring sessions to help students remain in school. Materials are the student's individual course materials. Assessment is informal, although sometimes school records are consulted. Suspension tutoring is another service the Gary Youth Services Bureau provides. Reading instruction is given through the tutoring program.

Hamilton County/Noblesville
Director: Tom Holtkamp

Hamilton County operates three

group homes, and residents attend the local public schools. No tutoring or reading instruction is given to residents.

Johnson County/Franklin
Director: Norman Fiddler

The Johnson County Youth Services Bureau has just obtained a license for a group home and will open one shortly. Residents will attend the public schools and if tutoring is necessary, tutors from Franklin College will be assigned to residents. No formal reading instruction is planned at this time.

Perry County/Tell City
Director: Doug Satterfield

The Perry County Shelter Care facility plans to be open by late May of this year. Residents will attend the public schools in the area. No educational services will be available within the shelter, although the Perry County Youth Services Bureau plans to offer reading instruction (no description available) in the future.

Porter County/Valparaiso
Director: Dennis Morgan

Porter County's "Lighthouse" Shelter residents attend the public schools. If tutoring or reading instruction is required by residents, tutoring is arranged through students at Valparaiso University.

South Bend
Director: Bonnie Strycker

South Bend's "Runaway Shelter" residents attend the local public schools. Volunteers from nearby universities provide needed tutoring to residents. No formal reading instruction is available.

White County/Monticello
Director: Dick Bentlage

White County's Shelter is not open at present, however emergency housing is available. Residents attend the public schools and may participate in the White County Youth Services Bureau tutoring program. Suspended and expelled students may also participate in the tutoring program with a certified teacher to obtain credit for their work. White County Youth Services Bureau plans to expand its educational services and become connected with a RIF project in the fall.

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THROUGH THE EYES OF CHILDREN

Charles H. Hill
Sioux Falls College
Sioux Falls, South Dakota

There are few verities in education. One dictum which is so well documented that to even cite biographical authorities would be ludicrous is that there is a casual relationship between a child's attitude toward reading and that child's reading achievement. The obvious inference is that a positive attitude toward reading results in increased achievement.

During the past decade the field of reading has been deluged with motivational gadgets and gimmicks, up through and including Transcendental Meditation exercises. We have seen a flood of high interest, urban oriented, ethnic oriented, multimedia materials. Vast sums have been invested in art work and attractive formats. Machinery has proliferated. Behavior modification has flourished. Interest centers, open areas, and a myriad of other organizational plans have been brought forward (and most sent back). Book reports are passe. Hard covers are suspect. There are, as yet, no written reports of teachers getting on their knees before the children begging them to read, but this may be in the offing.

The problem of children's attitude toward reading is still with us. Recently, this writer investigated some of the effects of the Ethna Reid Reading Program, the results of which were reported in *Reading Horizons*, Fall, 1978. Because one of the objections to this rigid, drill-oriented program has been that it would cause children to dislike reading, a semantic differential questionnaire designed to measure change of attitude toward reading was administered in October and April to first graders from varied racial and economic backgrounds.

The twenty items in this questionnaire were divided evenly between reading and nonreading questions such as: My reading book is. . . . . and Bicycle riding is. . . . . ! The questionnaire was read orally to each child, each question having three possible responses to be given orally. Choices such as: fun, alright, dull were chosen from those contrasting words validated by Osgood. (Osgood. Charles and James G. Snider. Chicago: Aldine Publishers, 1969.)

In addition, each child was interviewed to determine how the child felt about the reading teacher, how these attitudes were formed, and whether there were any correlations between the answers and movement toward a more positive or negative attitude. Key questions, which were frequently rephrased or elaborated upon, were:

1. Does your teacher like you?
2. How do you know this?
3. Are you a good reader or poor reader?
4. How do you know this?
5. Do you like to read aloud or to yourself silently?
6. What does your teacher do when you make a reading mistake?
7. If you were the teacher, would

you do anything in class differently?

Pretest and posttest responses on the semantic differential were compared. There was no significant difference, indicating that the attitudes of the total population remained essentially the same throughout the school year.

Answers to the interview were grouped by types of responses. Some of the more common responses should be of interest to reading teachers. The most frequent responses were as follows:

1. Does your teacher like you? Yes -86 (57%) No - 64 (43%).
2. How do you know this?
   a. She does-doesn't yell at me. 102 (68%)
   c. I do-don't behave in class. 95 (63%)
   d. Physical sign—touching, smiling, frowning, etc. 52 (35%)
   b. I'm a good-poor reader-student. 96 (64%)
3. Are you a good-poor reader? Good - 85 (56%) Poor - 66 (44%)
4. How do you know this?
   a. Reading group placement 138 (92%)
   b. Teacher says. . . . 70 (45%)
   c. Self evaluation remark—I'm dumb or I'm just good 42 (29%)
5. Do you like to read aloud or silently? Aloud - 48 (32%) Silently-120 (68%)
6. What does your teacher do when you make a mistake?
   a. Tells me the word. 116 (77%)
   b. Yells at me. 97 (65%)
   c. Helps me sound it to figure it out. 40 (27%)
7. What changes would you make if you were the teacher?
   a. Get rid of groups. 36 (24%)
   b. Make the books easier. 48 (32%)

Discussion

Several inferences of interest to the reading teacher can be drawn. The previous finding of an overall decline in attitude toward reading was not supported by the present study, which moderately surprised and greatly relieved this writer. The difference in the findings is attributed to a larger and more diverse sample used in the present study. What was noted, however, was the sharp contrast among rooms. None of the rooms surveyed in October had an essentially negative attitude toward reading. While some rooms managed to maintain or increase a positive attitude toward reading, other rooms experienced a buildup of negativism toward reading. Students tended to be in agreement with each other concerning the teachers' attitudes and actions within a given room. For instance, most students within a given room would feel that the teacher liked them, or most felt that they were disliked.

Observation of the data supported the generalization that students who responded positively to reading tended to be those who felt that the teacher liked them. It is interesting to note that students equated achievement with personal acceptance by the teacher. Could it be that when some teachers become aware that a child is not learning as rapidly as expected, the teachers become remote or hostile

in their relationship to the poor reader, rejecting or accepting the individual on the basis of academic achievement? If so, serious questions of values and interpersonal relationships are raised. Not too much reflection is necessary to realize that society in general tends to accept or reject people on the basis of their proficiency in those skills which are valued. In some communities, for instance, a non-athletic boy is a social outcast. The question for the reading teacher is, "Do we really want to communicate a feeling of dislike to those students who do not function well in our classes?"

There also seems to be a disturbing tendency to "yell" at students, but very little propensity for smiling, touching, or other physical signs of approval, at least in the students' perceptions. Where, oh where, have all of our lectures on behavior modification and humane education gone? While it is true that teachers are human and have bad days or personal problems, it also seems evident that no amount of gadgets, art work, or exciting stories will overcome the negative influence of a perpetually cranky and irritable teacher. Again, the data indicated an observable tendency for students of "yelling" teachers to become more negative in attitude toward reading, hardly a surprise.

Grouping procedures also seem to affect the attitude of students toward reading. Here we encounter the dilemma of utopian idealism vs. practicality. Individualized continuous progress programs are thought to soften the affective horrors of classroom grouping, but such programs cost much more money than more traditional programs. Many school boards are not willing to support anything but basic (traditional) reading, basic math, and basic football.

Significant information emerged from the interview as to what the teacher does when a child makes a reading mistake. Simply giving the child the word is at best a spurious teaching technique and at worst communicates irritation and nervous haste. To verbally criticize a child (yell) with something such as, "We had that word yesterday; weren't you paying attention?" does not seem to promote a positive attitude toward reading.

Perhaps other inferences should be drawn from the study, or maybe those presented are overdrawn. At a minimum we should begin to ask children how they feel and why they feel. Interpersonal relationships between students and teachers may overshadow all other attempts to promote a love for reading and for books. Most of us in the teaching profession look at ourselves through rose-colored glasses. What do children see and what types of person or personality do they associate with reading? To what extent does reading cause rejection or humiliation? Can a "poor" reader still enjoy the reading act and feel appreciated by the teacher? Finally, to what extent does the responsibility for attitude toward reading rest with the materials, schedule, home, and teacher's personality? It would appear that looking at the classroom through childrens' eyes, the teacher is of paramount importance.

SECONDARY VIEWS
Options and Realities

Judith W. Irwin
Purdue University

One of the most interesting results of the recent survey conducted by the Indiana State Council of the International Reading Association (see article by C. Lockwood in this issue) was the discrepancy between the options which were identified as describing existing programs and the options which were identified as describing desirable programs. Table 1 below shows the percent of respondents choosing each of the alternatives. (Some respondents chose more than one option.)

TABLE 1

Current Program	Desirable Program		
9.8	61.0	a)	Incorporates reading instruction in all classes with special training for content teachers.
19.7	13.0	b)	Provides a required developmental reading course at each grade level through grades 8 or 9; nothing systematic thereafter.
46.9	26.9	c)	Attends primarily to the more severe reading problems in the secondary grades.
19.3	30.2	d)	Offers elective reading courses so students can make selections based upon perceived needs.
9.5	24.3	e)	Provides a required reading and study skills course at all secondary grades. (7-12)
16.1	.3	f)	Provides no formal reading courses in the secondary grades.
12.6	5.9	g)	Other

Examination of this table indicates that 1) the majority of these principals and reading specialists believe that teaching reading in the content areas is preferable, yet very few schools actually do this, 2) almost half the schools responding only attend to severe remedial problems, though only one-quarter of the respondents feel this is really adequate, and 3) many respondents believe that either required or optional secondary-reading courses are desirable, yet few schools offer them.

It would seem that most of the respondents were ready to admit that existing secondary reading programs in Indiana are less than ideal, and that content-area reading instruction is desirable but not provided either in the regular classroom or in special reading classes. The obvious question is, "Why?" Problems identified on an earlier question on the survey included such things as a shortage of trained personnel, funding problems, and content-area teachers' negative attitudes toward teaching reading. Over 50% of the respondents indicated that there had been no reading in-service in their school in the past two years. Clearly, personnel shortages, funding problems, negative attitudes, and a lack of in-service at the secondary level are all symptomatic of the fact that, at the secondary level, reading instruction is often a low priority item.

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AN OVERVIEW OF SECONDARY READING PROGRAMS IN INDIANA

By Caroline Lockwood
and Laurel Gibson
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This article is the first in a series of three to be published in the I.R.Q., concerning the status of secondary reading programs in Indiana. This first article presents an overview of a recent study; the second will be concerned with the implementation of an effective reading inservice program; and the third will emphasize the reading needs of the secondary school student and implications for meeting these perceived needs, based on the results of the study.

Minimum competency testing, S.A.T. scores, and National Reading Assessment results all point to a developing interest in and awareness of the reading needs of the secondary school student. In view of this interest, the Secondary Reading Committee of the Indiana State Council of IRA constructed a survey of secondary and middle schools to provide information on existing reading programs, the views of teachers toward secondary reading and reading inservice programs, and the perceived needs of secondary readers.

In total 1250 middle and high schools, both public and parochial, in the state of Indiana were surveyed with returns received from three hundred six respondents. The respondents were either reading specialists, administrators, or others designated as having a leadership role in reading at the secondary and middle school level.

The survey questions focused on the nature of existing reading efforts, the responsibility for reading leadership, the frequency of reading inservice education as well as the effectiveness of that inservice, staff inservice needs, problems encountered in implementing effective reading programs, as well as opinions about what an ideal secondary reading program should be.

In the initial examination of the survey results, two major thrusts emerged. The first concerned reading inservice in the schools; respondents seemed to be very aware of the effectiveness and limitations of inservice programs as well as the needs for improvement of future programs.

Reading inservice training was received in about equal proportions from a variety of sources: university consultants, state department consultants, school system personnel, and combinations of school system personnel and outside consultants. Respondents were asked to rate the effectiveness of reading inservice training. The following percentages of respondents rated the various types of training as either highly or extremely effective:

State Department inservices	21.3%
University consultant inservices	34%
School personnel inservices	36%
Combination school personnel and outside consultant	42%

The largest percentage of respondents (21%) attended inservice programs conducted on days assigned during the school year. After school

inservices (19.6%) were the next highest category. Unfortunately, 50% of the respondents indicated that they had not received any reading inservice at all. The greatest problem in implementing inservice programs was reported to be a shortage of trained personnel in the schools.

Other limitations to a successful reading inservice program included a lack of follow-up activities, a lack of sufficient application to actual teaching situations, and a lack of staff, student, and community involvement in the planning of such programs. These factors suggest implications for those who are involved in inservice planning.

Respondents were asked to rate specific areas which were most necessary for future inservice programs. These include reading and study skills in content areas (77%), student motivation and self-concept (59%), and critical reading and thinking (54%). Areas which received low ratings were teaching reading flexibility (34%) and teacher questioning techniques (27%).

In existing inservice programs, 67% of the respondents indicated that the entire staff of a school attended reading inservice while 15% replied that only English department heads attended. However, an overwhelming majority (80%) felt that *all* teachers should be required to attend reading inservice meetings.

The second major issue evolving from results of the survey involved the status of present secondary reading programs and future considerations of such programs. When asked to describe current reading programs in their middle or secondary schools, 47% of the respondents indicated the focus was on special services for those students with severe reading problems. Developmental reading appeared to receive most attention in the 8th or 9th grades. Only 9.8% of the respondents described their programs as incorporating reading instruction in the content classroom. Elective reading courses selected by students on the basis of their perceived needs were present in about 19% of the responding schools. However, 38% of respondents reported no elective-reading courses available for their students. Required reading courses are offered mostly in the 6th and 7th grades (85%) mainly with elective courses available for the 11th and 12th grades (57%).

Survey results show those providing leadership in planning and implementing reading programs in order of frequency are: administrators, English department chairpersons, and reading specialists or consultants. Most reading instruction being incorporated into classroom content teaching is being done by English teachers (89%). In addition, 28% of respondents report social studies teachers also incorporating reading instruction.

Many respondents (24%) designated lack of trained personnel as the paramount problem in implementing an effective reading program with lack of funds (20%) being the second major limitation. The major need for future secondary reading programs, as expressed by the survey respondents, appears to be more reading instruction incorporated into content

teaching, with special training for teachers to facilitate the integration of the two.

To complicate matters, however, individuals involved in leadership roles for the schools reading programs perceive most *classroom teachers* as feeling the secondary student should have mastered reading skills in the elementary school. Classroom teachers were also perceived as believing that students with reading problems should be scheduled for remedial classes rather than being treated through regular classroom instruction.

There appeared to be clear-cut differences between what respondents reported as current areas of reading program emphasis and perceived areas of reading program need. The following table presents these differences.

Table I

A COMPARISON OF CURRENT READING PROGRAM EMPHASES AND CURRENT PERCEIVED NEEDS

Descriptions of Middle and Secondary School Reading Programs	Existing Programs	Perceived Needs
	Percent of Respondents	Percent of Respondents
A. Incorporates reading instruction in all classes/special training for content teachers	9.8	61
B. Provides a required developmental reading course at each grade level through 9	19.7	13.1
C. Attends primarily to severe reading problems in secondary school	46.9	26.9
D. Offer elective reading courses	19.3	30.2
E. Provides required reading and study skills courses at all secondary levels	9.5	24.3
F. Provides no formal reading courses in secondary grades	16.1	.3
G. Other	12.6	5.9

The area of clearest disparity concerns the incorporation of reading instruction in content classes. Severe reading problems are being attended in about half the respondents' schools. Only 26.9% expressed a need in this area for future program development.

Another disparity exists between

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BOOK REVIEW

Leonard Sealey, Nancy Sealey, and Marcia Millmore. *Children's Writing: An Approach for the Primary Grades* Newark, Delaware: International Reading Association Paperback, 73 pages.

Reviewed by Sharon L. Smith,
Director
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The purpose of this small volume is to provide the elementary teacher with a rationale and a methodology for including writing as a basic part of the early grade curriculum. It has evolved from the premise that literacy (and the cognitive qualities associated with literacy) will develop only through extensive experiences with written language, including writing as well as reading. The writers of the manual hope to convince readers of this point and then move them as efficiently as possible into the execution of the idea.

The result is a concise, readable, and very useful discussion of why and how to teach writing to elementary grade children. The book is divided into five chapters: (1) general background and rationale for emphasizing writing in the middle grades, (2) approaches to writing for young children, (3) a suggested sequence of activities for guiding beginning writing development, (4) guidelines for setting up and maintaining a writing program, and (5) 24 specific ideas for writing projects.

The first chapter includes a brief but carefully conceived theoretical base for the rest of the book. Writing is defined as a correlate of thinking which, if practiced extensively, should result in the growth of the individual's articulateness, reflectiveness, and emotional expressiveness. These kinds of development, however, depend upon the child's perception of the writing act as real, and this in turn depends upon whether his or her writing will be read. The authors stress the importance of reality in connection with writing and suggest a number of activities, ranging from labeling to bookmaking, that enable children to produce communications that will actually be read.

Approaches to generating writing by children include teacher modeling, language experience, organizing the physical environment for writing (e.g., setting up a well-equipped writer's corner), and helping children edit their own writing. By these means the child can develop an independent style in using the writing word and need not be afraid of exploring new territory. The authors' structured program is a five stage "recipe" that leads from one-word texts (labeling and captioning) to thematic writing (several sentences logically ordered). While this approach may seem over structured to some, it does provide a basic pattern for guiding first steps in writing and can simplify the planning efforts of both beginning and experienced teachers.

Underlying the ideas given in the chapter geared toward practical application is the maxim that reading and writing must proceed side by side. Hence, the manual embodies this rather old-fashioned but sound idea

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FILLING IN THE BLANKS: TEST-TAKING

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Directions: Complete the following question: "According to the American Psychological Association, exposing a student to a particular set of questions or tasks for the purpose of obtaining a score is a definition of _____." (Answer: Testing.)

The ability to correctly answer this question is dependent upon the examinee's success in learning certain information and the examinee's proficiency in the skill of test-taking. Testing is an everyday occurrence in the schools, with success being measured by the percentage of correct answers a student receives. The higher this percentage, the higher the grade. Even though the student has mastered the information to be covered on the test, the student's "success" will be hampered if his/her test-taking skills are deficient.

The teacher has the responsibility not only of teaching and reviewing content but also of teaching students effective test-taking strategies in preparing students for a classroom test. This article will focus on ideas and suggestions to aid the teacher.

The first section contains activities the teacher can use in helping students review comprehension and vocabulary to be covered on the classroom test.

SECTION ONE:
REVIEWING ACTIVITIES

Comprehension:

1. Students rewrite content material in newspaper article format with a headline.
2. Write a short article (about 50 words in length). Have students pretend they are newspaper editors. The article needs to be revised before it is published as there is only space for 25 words. They must put all the basic information in it but condense the parts of lesser importance.
3. Rewrite the content of the material in the format of a play.
4. The teacher lists 15 generalizations which are true or false based on the material. A student is selected to defend his/her decision on one of the generalizations as to its correctness or incorrectness.
5. Divide the class into teams with each team electing a captain. Each team will decide on batting order. Give team members 15 minutes to prepare comprehension questions based on the material covered. Team scores as well as individual scores will be kept. The game will consist of 6 innings. Each question answered correctly earns a base. A two-part question earns 2 bases. A four-part questions would score as a home run and scores others on bases. Each question missed scores an out. Three outs is the end of an inning.
6. After discussing a controversial event or issue, a debate is organized with the students supporting their opposite views.
7. Students create a parody by substituting words relating to the subject being studied to the melody of a popular song.

8. Write a fact on an index card and attach it to the back of a student so he/she cannot see it. This student then asks the class questions until he/she can guess what has been written on the card.
9. Students write directions for pantomime of important information to be covered on the test. These are exchanged, and each student gets an opportunity to pantomime what is written on his/her card.
10. Groups of students turn material into a news broadcast and present it.
11. Divide the reading selections among groups of students who then must paraphrase each selection using exactly 10 words.
12. Ten minutes before the end of each class period, the teacher stops the lecture and encourages the groups to organize their notes and to ask clarifying questions.
13. Groups of students develop a practice test and administer it to the entire class.
14. Groups of students are handed an essay question and given 20 minutes to research the answer. Each group orally responds to the total class at the end of the 20 minutes.
15. After students complete a review-reading of portions of the textbook, have them write 3 possible main ideas and ask other students to agree on the best one.
16. Groups of students are given different portions of a chapter to read and are instructed to prepare and present a skit depicting the main idea.

Vocabulary:

1. Give each student a bingo card. Instruct them to fill in the squares with words the student selects from the teacher's master list of vocabulary words. The teacher then calls out the definition of a word, and students cross out the word if it appears on their cards. This continues until a student gets "BINGO."
2. List the vocabulary words to be reviewed. Number them. Beside each word write four other words containing one synonym and one antonym of the word. Direct the students to underline the word closest in meaning in each group of words. Then circle the word most nearly opposite in meaning in each group of words.
3. Each day choose a person to present a "Word of the Day" for the following day. The student chosen will put the word on the board, a key to its pronunciation, its part of speech, a definition, and a sentence containing that word. The "Word of the Day" chairman finds this word in the reading selection. During each class period, everyone in the class will make every effort to use the Word of the Day as much as possible in conversation.
4. Hold a card over the bottom ¾ of a word printed on a flashcard. Seeing only the top quarter of the word, the students try to guess the word. If the student cannot guess the word, then the covering card is moved down so the top half of the word shows. If the student still cannot guess, the covering card is moved so the top ¾ of the word shows. If necessary,

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finally remove the covering card to reveal the entire word. After guessing or seeing the word, the students receive points if they can define it.

5. Hold up a flash card for a very short time. Put the card down, then call someone's name. See if the person can name and define the word previously exposed.
6. Word charades— students try to guess what word is being pantomimed.
7. In small groups, students place 30 cards face down on the surface in front of them. Fifteen cards have words; the others contain their definitions. The game is played like concentration. Members of each team get to keep calling 2 numbers as long as they are correct. The team making the most matches wins.
8. A football field is drawn on the board and 2 teams are selected. The team to make the first play is the one whose captain wins the toss of a coin. The teacher or student leader pronounces a word, and the first player on Team One uses it in a sentence. If correct, a football, which is drawn on the 50-yard line, moves ahead to its 40-yard line. The first player on Team Two is then given a word to use in a sentence, and if s/he does so correctly, Team One moves back to the 50-yard line from its end of the field. The first team to cross the opponent's goal line is declared the winner.
9. Students form teams and are given ten words to define. The first team that defines the words correctly wins.
10. Place a vocabulary word in a conspicuous place on the chalkboard each day and use it during class. Before the end of class, discuss its meaning.
11. Students devise a crossword puzzle using definitions as clues.
12. Divide the class into two teams. Give each team a vocabulary word which is then defined 5 ways by the team (4 incorrect, 1 correct). The other team tries to choose the correct definition.
13. The class is divided into 2 teams as in a Spelling Bee. The teacher writes a scrambled word on the board. One member from each team goes to the board and attempts to unscramble it. One point is awarded if player can spell it correctly, with an additional 2 points if the player can define it. If the player cannot correctly spell or define the word, the opponent gets a chance for the same amount of points.
14. Match Game— each of two players defines a word and is awarded points for each member of a six-member panel who also defines the word correctly.

In using the above activities, the teacher has attempted to help the student review information that will be covered on the classroom test.

Section two contains the remaining ingredient needed to successfully pass a classroom test: test-taking strategies the student can use in preparing for and in taking the test. It is suggested that the teacher "walk through" these strategies with the students by using a classroom test and practicing the

strategies directly.

SECTION TWO:

TEST-TAKING STRATEGIES

1. Be prepared by knowing the material: study with other students—brain-storming, use a textbook study technique (ESP, SQ3R).
2. Attempt to identify what the teacher feels are key concepts and vocabulary; then, develop and take a practice test using the information.
3. Study from previous tests and practice tests to determine the effectiveness of your studying, note-taking, and test-taking abilities.
4. Budget your study time:
   a. Organize and edit lecture notes during or very soon after the class.
   b. After the daily review of new and previously taken classroom notes, summarize the material in your own words and relate it to previously learned material (over-learning material leads to longer retention).
   c. Start an in-depth review of materials to be covered in the test at least 5 days in advance of the test—NO CRAMMING.
   d. Study more difficult materials first.
   e. Spend more time studying for major test than minor quizzes.
5. Have the needed test-taking materials (pens, pencils, paper, dictionary).

General considerations for taking the actual test:

1. Answer only those questions you are sure of; then, go back and attempt the harder ones, answering with your first impression and not changing any answers unless you are more than sure of its correctness.
2. Proofread all answers before turning in the test and make sure that all the answers are written in their appropriate places.
3. Keeping the directions in mind, look for key words in the question and only answer what is asked for in a concise and legible manner (DO NOT PAD ANSWERS). Give only what you consider the best answer.
4. Guessing— if penalized for guessing, then do not guess; however, if not penalized, answer all questions by eliminating possible answers before guessing at the remaining answers.
5. When necessary, ask the examiner for clarification.
6. Use information obtained in previous questions as clues to further answers.
7. Do your studying for open book tests prior to the test.
8. Budget your test-taking time: 10%—familiarizing yourself with the test by scanning questions, directions, scoring procedures and time limits; 80%— answering the questions and spending more time on questions receiving more credit; 10%— proofreading.
9. During the test, stop periodically to relax and relieve tension.
10. DO NOT CHEAT.

Use strategies to answer the different types of test questions:

1. True/False
   a. Write out "True" or "False."
   b. The question is usually false if

it contains words such as: always, never, no one, seldom, usually, everyone, or if any portion of the question is false.

2. Multiple choice
   a. Eliminate obvious incorrect choices (draw a line through them). Then, try to narrow the remaining choices down to two before guessing.
   b. Use clues in the stem.
   c. Answer the question without referring to the given choices; then, read all choices and choose the one that comes closest to your anticipated answer.
   d. Answer all questions as quickly as possible; then, go back and recheck your choices, changing answers only when you are 100% sure of the new answer.
3. Matching
   a. Use all the matching items if each column has the same number of items.
   b. Match the items you are sure of first.
   c. Anticipate the match before referring to the possible choices.
   d. Cross out the choices once they have been used unless answers can be used more than once.
4. Completion/Short answer
   a. Use as few words as possible in your answer with the answer containing only technical or key words.
   b. Make use of grammar in the stem as a clue to the answer.
5. Essay
   a. After reading all questions, answer the easiest ones first and answer all questions.
   b. Answer only what is asked for (compare/contrast, list, explain, give a short account, enumerate, etc.). Do not pad this answer but write it concisely and precisely with an emphasis on facts and related ideas.
   c. Budget time: 10%—previewing all questions; 80%—divided among answering all questions carrying more credit; 10%—proofreading. If time is scarce and if allowed by the teacher, outline the answer.
   d. Answers must be organized before writing. Jot down all the facts needed to answer it; then, put these facts in logical order using them as an outline for writing the actual answer.
   e. The topic sentence contains the answer to the question; therefore, all the facts in the answer should support it.
   f. Pay attention to grammar, spelling, and legibility, especially if these factors influence the score.
   g. Leave space between answers, which can be used to add afterthought information.

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MAKING READING WHOLE

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Introduction

David had reading problems in the third grade. They continued into the fourth grade. He would frown over silent reading that would not come through.

"Does it make sense, David?"

"Not much."

"Read it to me."

Despite *count*, *country*, *cougar*, *court*, *coupon*, and *courage*, to David *c-o-u* triggered *could*. In two and one-half pages of entries beginning with *cou* in Webster's New Seventh Collegiate Dictionary, 1963, other than *could* and *couldn't*, only *courante*, *coureur*, *courier*, and *courlan* are marked with a dotted *u*. By far, the greater number are as in *count*. Should not /ou/ as in *out* be the first sound tried for *ou*? Does not the sentence itself countermand the word *could*?

Also, David could not read inSTANT or comPANee correctly. His pronunciation of STANT and PAN were clearly the application of the short vowel principle over-learned in early phonics.

What do children such as David need? More phonics? More sight word drill?

For years the debate has been going on as to what is the *best way* to teach reading, with one aspect of the reading process always pitted against another—in research projects, in materials, and in teacher preparation. A period of de-emphasis on "phonics" produced students without the decoding skills needed to develop independence and accuracy. But an over-emphasis on decoding and isolated skills reaches a point of diminishing returns, often becomes counter-productive, leaves too little time for *practicing reading*, and is quite likely to develop distaste instead of interest.

We must learn to make reading instruction whole, with each aspect in place and working together to help children learn to read with proficiency and enjoyment— children who *can* and *do* read.

By oversimplifying "phonics" and over-controlling vocabulary, we make reading more difficult, rather than easier. By over-drilling on the high frequency words, we center attention on those least significant to meaning and more likely to fix the less common spelling patterns for the vowels.

Fortunately, many children are able to leap over the barriers we set up. With much and varied practice, some become able, rapid readers. Others achieve moderate comprehension with varying degrees of speed. Some continue to read word by word, letter by letter, encountering frequent unmanageable roadblocks, and coming out with little or nothing. Some develop a "skip it, say anything, rattle on," technique — believing or making believe they are reading — without any notion of receiving an intelligible message.

Challenge

To make our reading program effective, we need to take a broader view of language itself. We need to develop in ourselves a more accurate understanding of our language as it really is, how it functions, and how it

is learned. We need to learn to detect and discard elements in material or method which are based on faulty assumptions. We need to take a longer view into the learner's future needs so that what we teach today need not be unlearned tomorrow, but may be an open road into far horizons.

We cannot teach as if every word, every letter, is of equal importance. We cannot teach as if there were only ten vowel sounds, five "long" and five "short." We cannot teach as if speed is the *goal*. We cannot teach children never to go back, never to repeat. We cannot imply that *ch* is always as in *cherry*, or that /sh/ is always spelled with *sh*.

Children must learn to attend to the clues that are important, and to ignore the unimportant. They must learn to trust their knowledge of words, their knowledge of language, and their experiences to supplement the printed clues. They must learn to demand a meaning and to go back for re-tries when there is a misfit of word or message.

Suggestions

To help foster a progressive development of reading proficiency from beginning stages into mature reading, to help prevent reading problems, or remediate existing difficulties, the following suggests are offered:

1. Keep attention on meaning from the beginning. Avoid fragmentation of language. Make all skill activities contribute to an integrated understanding of our language and how it works: the phonology, structure, semantics, and grammar.
2. Confine early sight word and sound-letter study to regularly spelled nouns and simple verbs -concept bearing words that can be illustrated, like using stick figures for the verbs.
3. Move children quickly into real reading and real writing of material with real interest, a varied vocabulary, and in natural language.
4. Teach children when meeting a non-sight word in context: Say the first part as best you can (b-, ol-, com-). Move quickly along the rest of the consonants (cons-n-nts). The word you need will probably pop into your head. Read on. Does the word you got make sense in the sentence? In the whole story? If not, try again.

Note: The consonant letters plus context will unlock most one-syllable words. To this, add the stressed syllable of longer words. Vocalization of the other consonant sounds automatically produces the schwaed vowels of the unstressed syllables. The vowel spelling patterns which occur in these unstressed syllables are not significant for decoding; their multiplicity need not hamper reading. They are needed only for writing, or encoding.

When meeting a non-sight word, contrary to the usual practice, it seems to be more productive to try the same ("long sound") for the vowel letter first. Usually, word knowledge will automatically trigger any needed reduction or vowel change. For example, after reading wag-n (wayg-n), the child will likely say, "Oh, wagon!" Also, children

can soon be led to discover one of the few really dependable generalizations for reading—that of the double consonant.

As the children have cumulative experiences with prefixes and accent shifts in longer words, they will become increasingly adept with this technique until they can handle almost any word known to the listening vocabulary with speed and without significant interruption or thought.

5. Develop and reinforce the use of the above technique with modified cloze stories containing items similar to the following: b-rd, inst__nt, com__n__, too many to c__nt. H__s m__th__r s__d he c__d go.

6. Give experiences with and call attention to the variant spelling patterns that do occur for some of the consonant sounds: /s/ and /k/ as spelled with *c*; /j/ as spelled with *g* (ginger), *ge* (change, *dge* (edge); *ch* for /sh/ (Cheryl, machine), for /k/ mechanic); /sh/ as in pa*t*ience and deli*c*ious.

A Sean /shawn/ or Marcia /marsha/ should never be confused by *patience* because there is no *sh*.

7. Help the children develop a functional understanding of stressed and unstressed syllables, accents and the schwa, and vowel intensification and reduction by writing study words in constrasting large and small letters for visual demonstration:

elephant	elevator	content
content	daffodil	afraid

The same technique can be used to show the relative importance of words in the sentence structure:

The big dog was barking loudly at the cat.

A functional understanding of grammatical elements and of phrasing is necessary to comprehension.

8. Above all, weed out all the kinds of exercises which do not contribute to the development of effective *reading*.

While reading and writing are mutually contributive during the initial period when the basic letter-sound relationships are being learned, they are opposite processes and should not be confused in teaching practices nor in evaluating reading competency. (Cronnell, 1978). Many of the "skill-building" tasks we set for children contribute neither to reading development nor to the learning of writing.

Summary

The teaching of reading can and should be made a holistic process, with each element contributing to an effective and satisfying wholeness.

An initial knowledge of how letters represent sounds and how combinations of letters represent words is essential to *beginning* reading. But not all of them need to be learned before meaningful reading can occur. Given enough to start with, the learner discovers those needed by usage in reading and in writing if assisted by a perceptive and knowledgeable teacher.

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A DIRECT APPROACH TO READING

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Year after year, administrators invest large sums of money purchasing gadgets to help students learn to read, while teachers devote much time developing gimmicks to achieve the same goal. However, a method exists that employs neither gadgets nor gimmicks; in fact, it is astounding in its simplicity. However, it has produced outstanding results around the world.

This teaching tool, appropriately titled, "A Direct Approach to Reading," has been developed over a period of years by a remarkable woman, Mrs. Pauline Banks. She successfully used this method in her 62-year teaching career in the public schools and as a private tutor. She has also demonstrated her approach to reading and education classes all over Indiana.

The seed for her method was planted when she attended Indianapolis City Normal to pursue a teaching career. Each aspiring teacher was assigned a classroom under the supervision of a critic teacher, who, in Mrs. Banks's case, happened to be a phonics specialist. Mrs. Banks learned and taught basic vowels and consonants, as well as blends and diagraphs, but felt that those components were merely the starting point for developing the skill of reading.

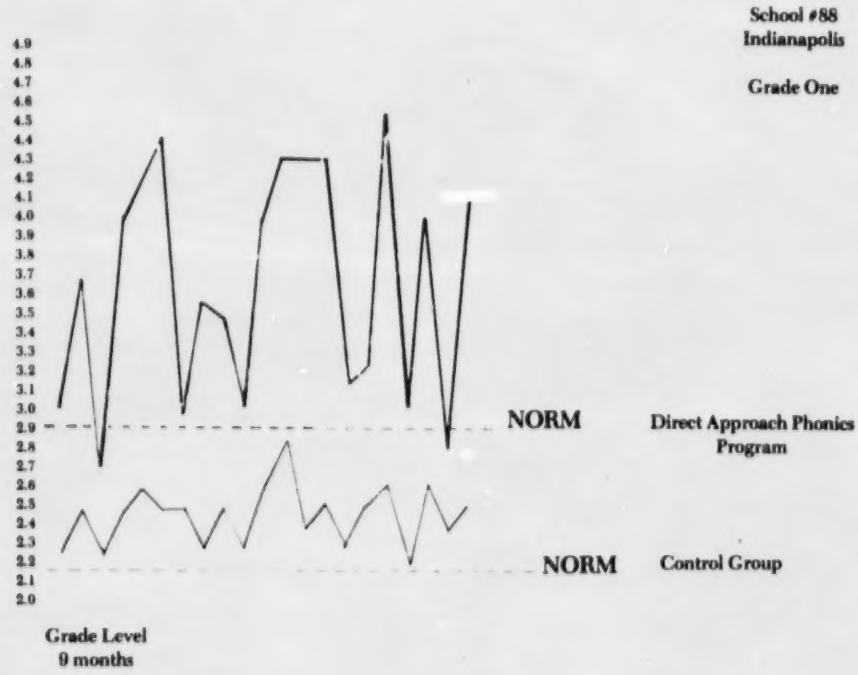
So she expanded these, and eventually compiled a chart of individual vowels, vowel combinations, vowel and consonant combinations, blends, diagraphs, prefixes, suffixes, and other commonly encountered word components. She required her students to learn all of these by reciting them aloud. As the students worked to master the contents of the chart, basic reading rules, as well as definitions of prefixes and suffixes, were presented and incorporated into the students' ever-expanding reading frame of reference. Much repetition of the word components on the chart, as well as rules and information relating to the chart, enabled students to take totally unfamiliar words and pronounce, as well as define them. Spelling skills were also enhanced through this method.

Mrs. Banks used her approach in the Indianapolis Public Schools with great success. In 1962, her methods were published in a kit entitled, "Direct Approach Audio-Visual Method to Phonetics." This kit contains a copy of her chart, records demonstrating the correct pronunciation of each element on the chart, and an accompanying rule and workbook called, "Direct Approach to Reading and Spelling," by Pauline Banks.

Word of Mrs. Banks's method spread. Many Indianapolis Public School teachers learned of it, and incorporated it into their lesson plans. As phonics was becoming a "four-letter word" in reading, those using the direct approach to reading were finding out that modern does not always equal better. And, Mrs. Banks, lamenting the simultaneous elimination of phonics, oral reading, and discipline from many classrooms, was showing her method to many teachers who felt unprepared to cope with pupils whose reading levels

plummeted as the noise level in the classroom rose proportionately.

Those teachers who adopted her method usually discovered improvements in reading ability. For example, the graph below illustrates the difference in reading levels between a group of first graders using the direct approach, versus those who received no instruction in phonics.



One day, a visitor to her school, Professor Roy Davis, former head of the Division of Student Teaching at Indiana Central University (now deceased) noticed the chart hanging on her classroom wall, and asked if her method actually worked. She invited him to observe her class and judge for himself. He did and was amazed at what he saw. He was so impressed, he invited her to teach a course demonstrating her approach at Indiana Central, commenting, "In my opinion, this technique is one of the most significant forward steps in the language arts field in recent years." She taught at the University for several years, each year drawing more and more education students from counties never before represented at the school.

Mrs. Banks, after over 30 years of teaching in the Indianapolis Public Schools, decided to retire from the school system, but not from teaching. She became a private tutor,

something she had done previously. She first tutored students who needed speech therapy, working with such students in her home afternoons and evenings. Mrs. Banks, commenting on giving so much time to her students, stated, "When patients get sick, you get up and give them pills, *whenever* they need them."

Thus, tutoring was nothing new to her, but soon people of all ages began coming to her for help with reading problems. She had so many students that, in the 1960's, she had a one-room school-house built in the orchard behind her home in New Palestine, Indiana. This school-house provided both an appropriate and pleasant working environment for her pupils, who came afternoons and evenings during the school year, as well as all day during the summer. She now has a long waiting list of people wanting her help.

This is not surprising when you consider her method, which is both direct and logical. It helps many who could never read at all not only to become adept at the skill, but also suddenly find reading enjoyable. And, by virtue of its repetitiveness, it eventually is assimilated by almost everyone who attempts it. Mrs. Banks delights in telling the story of one of her students who, after listening to the record citing correct pronunciation, would repeat the chart to his mother each evening. During this process, his two-year-old brother was placed in a near-by play pen. One evening, the student was having trouble recalling how to say, "au," responding incorrectly, "ow." The baby glanced up from his toys, and supplied the correct pronunciation. His amazed mother rushed over to him and tested his knowledge of various word components from the chart. He answered correctly on a startlingly high percentage!

Aside from Mrs. Banks's approach, her philosophy also attracts students. She has two basic goals that she always tries to accomplish. First, she wants to provide skill in word recognition, comprehension, and expressive reading. Second, she tries to instill a positive sense of confidence in her students, while eliminating the self-defeating negativism most students always had associated with reading.

A typical hour-long class begins with repetition of the chart until mastery is eventually perfect. Imprecise or slurred pronunciation is pointed out and corrected. Application of knowledge gained from the chart is next. An unknown word is placed on the blackboard and must be spelled, syllabicated, pronounced according to marked vowels and consonants, accented, defined, and respelled without looking. After each student has had a chance to work with a word (the longer and more complicated, the better!) readers, such as McGuffey readers, are distributed, and each student gets a chance to read aloud. Halting, stumbling monotones are not allowed. Each student must read fluently, with expression and proper inflection, carefully heeding punctuation clues. Properly done, this helps the reading skill become an art. Comprehension is tested through the discerning, thought-provoking questions composed by Mrs. Banks which

require much more than literal responses. Students also get a free history lesson because much of the material presented in the highly moralistic McGuffey readers provides the students with a glimpse of yesterday.

Mrs. Banks's teaching standards are high. She commands respect with merely a word or a glance. She will not tolerate carelessness, sloppiness, indifference, or laziness in any way, including posture. Precision and accuracy are demanded, and students are not allowed to get by with anything less than their best. She can be very stern, asking sharply, "What kind of thinking is that?" when students do not apply knowledge she knows they possess. Failing to pay attention or losing one's place brings a reprimand. However, such discipline pays off. At times when students get hopelessly confused, desperately groping and guessing to answer a question, she tells them to stop and collect their thoughts. Almost immediately, the scattered, fragmented pieces of thinking come together, and generally the correct response is elicited. Also, she tempers her severity with praise, warmly complimenting a student who makes a correct response and wisely structuring her lessons so that success is always possible. Her students respond to her with devotion.

When students initially come to Mrs. Banks, she first has a conversation with them to learn their attitudes and abilities. Then, she has them read a sample passage aloud to help determine their reading levels for placement in the appropriate group. She states, "I never place students. They place themselves. But, an obvious placement clue is when students point and groan. Those children are chained, not free to read a series of words making a thought. This breaks their spirits."

Chained students with broken spirits are unfortunately all too common in the classroom. It is the obligation of every teacher to set such students free — free from failure and free to read. The direct approach could provide the key to unlock those chains forever.

SECONDARY VIEWS

(Continued from Page 14)

Why is it a low priority item? Certainly everyone agrees that reading is an important skill. At least one answer is the general lack of professional training in content-area reading. Many secondary-level teachers and administrators are simply unaware of the many mature reading skills which are still to be developed by even the above-average high school freshman. The new content-area reading course required for secondary-level teacher certification promises to go a long way in improving this situation, but it is equally important for school corporations to provide incentives for experienced teachers and administrators to expand their backgrounds in this area.

Moreover, the gap between current and desirable secondary reading programs will not be overcome by improved professional training alone. It will also require a careful re-assessment of priorities at many administrative levels, several years of careful planning, frequent in-service, and on-going community support.

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RAPID REVIEWS
Implementing Critical—Creative Reading

Committee on Research and Studies
Indiana State Council, IRA
Tommie Barnes
Connie Curry
Maxine Huffman
Don Lumpkin, Editor
William McCarthy, Chairman

The importance of critical and creative reading has been accepted and voiced widely by those who work with learners. Implementation of procedures to strengthen reading in these areas is a key factor for improvement. Brief reviews are provided of resources for teachers and of materials for learners to encourage further examination by those who find items of interest. Effort has been made to include references for teachers that are practical and useful. Selections for learners were based on attractiveness of format and degree to which specific attention was directed toward enhancing critical or creative reading.

RESOURCES FOR TEACHERS

Wolf, Willavene, Martha L. King, and Charlotte S. Huck. "Teaching Critical Reading to Elementary School Children, *Reading Research Quarterly*, III (Summer, 1968), 435-498.

An extensive review of the research and literature related to critical reading leads these authors to conclude: (1) Children in grades one through six can learn to read critically, (2) General reading ability is highly related to critical reading skills, and (3) the kinds of questions teachers ask influence the depth of pupil thinking. Evidence indicated that special materials and teacher education programs can increase frequency of questions that elicit critical responses.

Lee, Dorris, Alma Bingham, and Sue Woelfel. *Critical Reading Develops Early*. Newark, Delaware: International Reading Association, 1968.

This booklet in the IRA Reading Aide Series is designed to give practical help for classroom instruction in the area of critical reading. Focus on the antecedents of critical reading at mature levels encourages teachers of young children to give attention to this vital area.

Worden, Thomas. "Creating the Critical Thinker—A Special Challenge to Teachers of Reading." *Indiana Reading Quarterly*, XI (Winter, 1979), 10-13.

The background and significance of critical thinking is reviewed. Worden offers nine suggestions to teachers regarding methods for actually developing critical thinking and critical reading in students. Expansion of study in this area is encouraged.
couraged.

Potter, Rosemary Lee and Charles E. Hannemann. "Conscious Comprehension, Reality Reading through Artifacts." *The Reading Teacher*, 30 (March, 1977).

Facilitate higher-level comprehension through interaction with real things in the environment. Using artifacts (photographs, baseball trading cards, old key rings, etc.) can encourage students to develop stories from inferences in what they have seen, heard, read, and handled.

Students can be helped to make a transition to pictures of things in magazines or newspapers for another step in inferential thinking.

Liatsos, Sandra. *Reading Comprehension: A Springboard to Creative Thinking*. Buffalo, New York: Disseminators of Knowledge, (Publisher), 1977.

This idea book for teachers suggests card and board games and a wide array of activities designed for imaginative responses. Liatsos urges a classroom climate for creativity.

MATERIALS FOR LEARNERS

Barnes, Don, Arlene Burgdorf, L. Stanley Wenck, and Harry H. Bell. *Reading, Thinking and Reasoning Skills Program*. Austin, Texas: Steck-Vaughn Company, 1978.

This supplementary reading program is designed to develop critical thinking and reasoning skills in grades 1-8. Two exercise booklets for each grade 1-6 and one each for 7-8 stress reading as a thought process including classifying, comparing, and evaluating among forty specific skill headings. Teacher's editions provide suggestions for use.

Reading Task Force of Los Angeles Unified School District. *Critical Comprehension*. St. Paul, Minnesota: Paul S. Amidon and Associates, 1975.

A set of three student booklets have exercises for improving abilities to make inferences, draw conclusions, compare and contrast ideas, as well as evaluate ideas for reliability and validity.

Also published as part of the Reading Skills Extension Program are three Creative Comprehension booklets. They give opportunity to react personally to the printed word and broaden interests.

Creative Expression Series. New York: Scholastic Book Services, 1973.

Five Creative Expression Books have been developed to stimulate imagination for grades 2-6. Youngsters practice expressing thoughts, creating word pictures, using sensory impressions, and writing about their ideas. Sample titles include "Dinosaur Bones" and "Adventures of a Three-Spined Stickleback."

BOOK REVIEW

(Continued from Page 19)

that one learns a language system by using it in various ways that fulfill personal purposes. This is indeed the theme of the book and the reason why the authors wrote it.

In conclusion, this short manual can be read quickly and then used extensively as a reference. Its ratio of content to words is high, and the authors have succeeded in their goal of providing teachers with a practical guide for managing writing activities in the primary classroom. In addition, the text represents the authors' sincere convictions concerning the value of writing as a vehicle for intellectual growth, and so the reader can also expect to gain a perspective on particular qualities associated with the written form of the language.

FILLING IN

(Continued from Page 24)

Erasmus, J. *How to Pass Examinations*. Third Edition. Boston: Oriel Press, 1978.

Hechinger, G. "Does Coaching Help on Tests? Sometimes." *The New York Times*, Sunday, May 1, 1977.

Lefevre, Carl A. and Helen E. Lefevre. *Reading Power and Study Skills for College Work*. Atlanta, Indiana: Harcourt Brace Jovanovich, 1978.

AN OVERVIEW

(Continued from Page 18)

reading program needs, as perceived by reading specialists and administrators, and those classroom teachers whose opinions were assessed by the respondents of the survey. Directors of reading programs see increased emphasis on content reading and teacher training as a high priority. The same directors, however, report that the secondary school classroom teachers still see reading difficulty as a problem that should have been handled in the first six years of schooling. More remedial attention as opposed to "in class" content reading instruction is the choice of secondary classroom teachers.

To summarize, formal reading instruction is presently occurring in special remedial classes for those students with severe reading problems. Reading instruction in the content classroom is being conducted mainly by English teachers. There appears to be a growing awareness of the need for more well-planned inservice programs focusing on the issue of promoting the efforts of classroom teachers and reading specialists to incorporate reading instruction in all content areas.

The next two articles in the reading survey series will attempt to deal with the following questions: What implications for effective reading inservice programs can be drawn from the survey results? How do philosophical differences among school personnel affect the reading program? How can the perceived needs for future reading programs be met?

MAKING READING

(Continued from Page 27)

Children can be helped to develop a simple basic strategy for unlocking words in context without a lengthy list of "phonics rules."

Principles of stress and schwa, intonation and phrasing, and elements of phonology and grammar can and should be taught functionally at an early level.

The teaching of skills should be an initiation of discovery, a calling of attention to significant elements, and an intensification of the discovered through appropriate follow-up activities.

Because of the rich variety rooted in the multiplicity of ethnic sources for our language, generalizations (rules) must be left open-ended and flexible to accommodate future discoveries at more mature levels.

The achievement of a satisfactory degree of competency and a real joy in reading is surely possible for any person who has learned the difficult art of speaking a language!

REFERENCE

Cronnell, Bruce. "Phonics for Reading vs. Phonics for Spelling." *The Reading Teacher*, 32:3 (December, 1978), 337-340.